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ABSTRACT

The assessment of teacher attitudes toward nonstandard dialects in the classroom is the major focus of this research. A Black English attitudes test was developed consisting of the "Black English Speech Varieties Attitude Test" and the "Black English Teacher Attitude Scale." The speech varieties test measures attitudes toward standard and vernacular Black speech varieties with reference to: (1) degree of education of the speaker, (2) appropriateness, (3) educational achievement potential of the speaker, (4) preference, and (5) perceived standardness. The teachers listened to tape-recorded children's voices reading randomly ordered passages in Standard Black English and Vernacular English, and recorded their responses on a response sheet in the test booklet. The teacher attitude scale was developed to measure teacher attitudes toward the legitimacy and use of Black English. The teachers evaluated statements using a four-point scale ranging from "agree strongly" to "disagree strongly." The two tests are appended, including the tape script of the passages spoken in Standard Black English and Vernacular Black English. (NCR)

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SCRDT BLACK ENGLISH ATTITUDE MEASURES

Program on Teaching and Linguistic Pluralism, SCRDT

August 1976

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Introductory Statement

The mission of the Stanford Center for Research and Development in Teaching is to improve teaching in American schools. Current major operations include three research and development programs—Teaching Effectiveness, The Environment for Teaching, and Teaching and Linguistic Pluralism--and two programs combining research and technical assistance, the Stanford Urban/Rural Leadership Training Institute and the Hoover/Stanford Teacher Corps Project. The ERIC Clearinghouse on Information Resources is also a part of the Center. A program of exploratory and related studies provides for a smaller studies not part of the major programs.

Preface

Many reasons have been given for the failure of the American educational system to teach basic literacy skills to non-mainstream students, who, according to the U.S. Office of Education, as reported in the New York Times in 1973, read as much as two years below grade level. Teaching methods, income differences, home environments, and cognitive differences all have been cited as reasons for this failure; recent research by Dusek and others has focused on teacher attitudes as a major factor.

The assessment of teacher attitudes has been a major focus of research in the Program on Teaching and Linguistic Pluralism at SCRDT. We have given particular attention to the development of instruments designed to measure teacher attitudes toward the language of bidialectal students, since such attitudes may have a powerful impact on the students' achievement and self-concept. Although these tests are meant to be used primarily with teachers, they can also be used with other adults.

In developing instruments to measure attitudes, it is important to widen the scope of attitudinal categories so that teachers or parents are not labeled "racist" or "ethnocentric" on the basis of answers to questions that are incomplete or simply the wrong questions. In one example of this kind of sociolinguistic "mistake," Black parents who vetoed the use of Vernacular Black English readers in classrooms were labeled "bourgeois," "self-hating," and "middle class"; later research disclosed that these parents, rather than hating their speech, simply had rules for its use and preferred one variety over another in certain situations. In the first instance, only the question "Does this speech belong in the classroom?" had been asked. The obvious next question, "If not, then where does it belong?," was left unasked.

The SCRDT Black English Attitude Measures consist of the Black English Speech Varieties Attitude Test and the Black English Teacher Attitude Scale. The speech varieties test measures attitudes toward standard and vernacular Black speech varieties with reference to (1) degree of education of the speaker, (2) appropriateness, (3) educational achievement potential of the speaker, (4) preference, and (5) perceived standardness. Teachers listen to tape-recorded children's voices reading randomly ordered passages in Standard Black English and Vernacular Black English, and record their responses on a response sheet in the test booklet. This test takes approximately 30 minutes to administer.

The attitude scale measures attitudes toward Black English generally. Teachers indicate their reactions to statements printed in the test booklet by choosing one of four scaled responses. This test takes approximately 40 minutes.

Acknowledgments

The contributors wish to thank Orlando Taylor, whose pioneering efforts in measuring the language attitudes of teachers influenced much of our work, and Deborah Daniels, whose attitude scale for students we found useful. We also wish to thank data collectors Shirley Hicks and Dwight Brown; recording technicians Faye Knox, Jho McNair, Glenn Jordan, Jeanne Hoover, Monica Phillips, Stephen Randall, and Robert Hoover, Jr.; and Office Assistant Andrea Richardson.

SCRDT BLACK ENGLISH ATTITUDE MEASURES

Manual

Description of the Measures

The Black English Speech Varieties Attitude Test

The speech varieties test is an instrument adapted from Lambert's matched-guise test (Lambert et al., 1960), in which judges rate the personality and/or social characteristics of a variety of speakers (heard on audiotape), unaware that they are rating the same persons more than once. The same bilingual or bidialectal speaker records two or more different speech segments, each in a different guise (i.e., language or dialect). This technique is designed to enable the test evaluator to judge a subject's reaction to the speech varieties themselves and not to the speakers.

Our speech varieties test asks teachers to rate eight speech passages. Four bidialectal Black children were recorded speaking two varieties of Black English each: Standard Black English (SBE) and Vernacular Black English (VBE). Standard Black English is distinguished by its "standard" grammar and varying degrees of "Black" intonation and pronunciation. Vernacular Black English (VBE) is characterized by certain grammatical patterns as well as by "Black" intonation and phonology. Two parallel scripts of the speech varieties test were put on a single audiotape so that they could be used as pre- and posttests in conjunction with teacher workshops (Lewis et al., in preparation). If pre- and posttesting is not involved, either version of the test—tape script 1 or tape script 2—may be used. Transcriptions of both versions are in Appendix A.

The grammatical features included in the Vernacular Black English guise are (1) the absence of specially marked forms for the third-person singular, and (2) the use of multiple negation and inverted negatives.* Examples of the former are underlined portions 2, 3, and 5 in the following paragraph, one of the guises used in the test; examples of the latter are underlined portions 1 and 4.

> Willetta can't hardly never[1] sit still. She say she just have[2] to keep busy. So she work around the house or she go[3] out and shop or else she get her girlfriend to show her the latest dance. She laugh when we tease her and say at least nobody can't[4] call her lazy. Cause no matter what she do[5] she keep busy.

The "opposite" guise, recorded by the same bidialectal child, is as follows:

> Sharon King has[2] to cook and iron and keep house and she almost never[1] gets to go out and play anything. Sometimes when she gets tired, she tries to get through in a hurry or she asks her little sister to help her. And sometimes she just gets mad. But no matter what Sharon does,[5] she still has to work and can't play. That's why Sharon frowns[3] so much. Nobody wants[4] to do all tnat.

Numbers in the second paragraph refer to the same features as in the first, for though the story lines and vocabulary are different, the grammatical features are the same in both--though altered to produce different forms of the same pattern (e.g., "can't hardly never sit still" in one guise and "almost never gets to go" in the other).

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*These and other characteristics of VBE are discussed at some length in the teacher's manual accompanying the SCRDT Black English Tests for Students developed by the Program on Teaching and Linguistic Pluralism.

Teachers rate the speech passages on five dimensions: education, appropriateness, achievement, personal preference, and standardness.* The audiotape is played to a group of teachers; the test administrator should stop the tape, if necessary, after each spoken passage to give the teachers time to rate it on all five dimensions. The dimensions and their response scales are in the test booklet. The teachers record their ratings by circling numbers on an answer sheet in the test booklet.

Scoring. All dimensions except appropriateness are rated on a scale from one to five--ranging, for example, from "very uneducated" to "very educated." The appropriateness dimension is rated on a scale from one to nine according to the formality associated with the setting in which the speech variety is accepted.

Ratings given to the five dimensions should not be combined, because each dimension measures a different aspect of attitude. Individual scores for each dimension are arrived at by taking the mean of the four ratings an individual gave to the vernacular guise (one rating for each vernacular passage on the audiotape) and subtracting it from the mean of the four ratings given to the standard guise (one rating for each standard passage). For example, an individual score on the appropriateness dimension would be computed as follows: say the values assigned to the four voices for the standard guise were 8, 7, 6, and 7, and the values assigned to the

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*Williams et al. (1971) have isolated the dimensions education, achievement, and standardness as being especially likely to make up teachers' judgments of pupils. Ratings dealing with honesty or intelligence, which are used in many matched-guise tests, were deliberately omitted from our test.

same voices for the vernacular guise were 4, 6, 6, and 4; the individual teacher's score for appropriateness would be

$$\frac{28}{4} - \frac{20}{4} = 2 \text{ in favor of SBE.}$$

The same procedure is used to score the other four dimensions for each teacher. The possible range of scores for appropriateness is 0 to 8; for the other dimensions, the range is 0 to 4. Group scores for each dimension can be obtained, if wanted, by subtracting the mean of individual scores on the vernacular guise from the mean of individual scores on the standard guise. The meaning and implications of the scores, which are of course comparisons of the two guises on a given dimension, are discussed below under "Interpretation of Results."

The Black English Teacher Attitude Scale

Non-mainstream cultures can be viewed according to several models, each implying different attitudes toward these cultures. The "deficit" model assumes that Black culture is deficient and needs "fixing." The "difference" model assumes that Black people are not deficient—just different. This model, in its extreme, can lead to viewing members of non-mainstream cultures as "exotic primitives," a term coined by Sterling Brown (1933) in describing stereotyped views of Black people in literature. The "exotic" is equated with whatever is viewed as being most different from White culture, and the most "exotic" aspects of Black culture--music, art, dance—are extolled above any others. A third way of viewing Black and other ethnic groups is through the "excellence" perspective (Daniels and Hoover, 1975), which sees Black culture as many-faceted, ranging from the "exotic" to the academic, from entertainers like Louis Armstrong to

scholars like William E.B. DuBois. This view assumes that Black children are capable of learning anything, and that Black culture has adequate resources to facilitate such learning.

The attitude scale we have developed measures teacher attitudes toward the legitimacy and use of Black English. It is based on reactions to statements that contrast an excellence perspective with a deficit or extreme difference perspective. For example, teachers are asked to respond to statements designed to assess whether they consider Black English a rule-governed form of English or whether they consider it a "broken" form of English. Other items probe whether those taking the tests feel that Black English should be preserved or eliminated; is logical or illogical; is based on historical developments or can be explained as a physiological or psychological "problem"; is subject to the same type of sociolinguistic rules that have been observed in all speech communities or is spoken by all Blacks at all times.

The test is a Likert-type scale consisting of 46 items. Teachers evaluate statements using a four-point scale ranging from "agree strongly" to "disagree strongly." Most of the items were paraphrased by SCRDT staff from actual statements made by educators and laymen. The test follows the model of one developed by Taylor and Hayes (1971) for measuring teacher attitudes.

Scoring. The test items are scored on a scale ranging from one to four. Items considered "positive" attitudinally (e.g., "Black English is a systematic, rule-governed language variety") are scored so that "agree strongly" is given the highest score of four points. Items considered "negative" attitudinally (e.g., "Black language is so broken as to be

virtually no language at all") are scored in reverse fashion, with "disagree strongly" assigned the score of four points (see Appendix B). Since the test has 46 items, the range of scores can be from 46 to 184. In several test administrations, the reliability of the scale varied from Cronbach α 0.89 to 0.93.

Interpretation of Results

On the speech varieties test, the difference between scores assigned to Standard Black English and Vernacular Black English is of course to be interpreted as indicating the appreciation of one speech variety over the other. A large difference on the achievement dimension, in particular, may be indicative of a teacher's prejudice against Vernacular Black English and of a tendency to hold on to a (possibly self-fulfilling) hypothesis concerning the lower school achievement potential of the speakers.

On the attitude scale, a high score (above 160) can be interpreted as a favorable attitude toward Black English and the achievement potential of Black students. Exceptionally low scores (below 120) tend to show significantly negative attitudes.

Low individual scores on either measure have to be interpreted with caution, however; a great difference between the scores of the vernacular and standard guises on the achievement dimension of the speech varieties test, or even a low score on the attitude scale, may not <u>necessarily</u> indicate that the teacher has been infected by the racism still rampant in American society. Such scores, at times, simply show an acute and unfortunately accurate awareness of the fact that VBE-speaking children are likely to end up less well educated and less achieving—not because

they lack potential but because our educational system has not yet mastered the task of educating speakers of Vernacular Black English and other non-mainstream language varieties.

Uses of the Measures

For research purposes, both of these measures have been used by administrators and researchers to assess connections between teacher attitude and pupil achievement and to measure changes in attitude brought about by the measures and by workshops (Politzer and Hoover, 1976). The measures have been especially useful in conjunction with workshops for teachers. Such workshops, usually held after both of the measures have been given, take as their starting point concepts suggested by the measures (Lewis et al., in preparation). A typical workshop reinforces the idea that Black English is a legitimate form of speech having several varieties, and gives information on community sociolinguistic rules, specific features, and successful methodologies for teaching literacy to bidialectal speakers.

The speech varieties test especially lends itself to demonstrating to teachers that Black English is a measureable, legitimate language variety with features and sociolinguistic rules that can be codified and analyzed.

Teachers who have been involved in SCRDT projects in which the tests have been given in conjunction with workshops almost unanimously felt that the tests and workshops were highly informative. As one teacher put it, "The tests were a small education in themselves." Ninety percent of all teachers felt that the tests and workshops made them aware of the existence of Black speech as a legitimate language variety. Statements supporting this assertion included these two: "By reading about Black English I

discovered that Black speech was not just 'laziness' in talking," and "I never thought of Black people before as bidialectal--to me, they were just talking 'Southern.'" Several teachers also felt that their expectations of Black children's intellectual capacities increased after learning about the history and characteristics of Black language. Others felt that the information that a Black child can produce at least two speech varieties made it clear that a Black child could be taught to speak a variety of "standard" English without violating his community's sociolinguistic rules by sounding "phony."

Many teachers felt that the information they had received from the tests and workshops would improve their classroom teaching. As a principal involved in the research stated, "I think the tests should be used throughout the entire district as our major means of improving teachers' attitudes toward the speech and culture of Black children, thereby improving their teaching."

Comments

Teachers who show particularly low scores on the tests (for whatever reason) will benefit from information on Black language—on its rule-governed nature, its history and characteristics, and its sociolinguistic rules; such teachers will also benefit from research on successful methods of teaching VBE-speaking children.

We feel that most teachers genuinely want their students to learn; we also feel that when teachers are made aware that they may have absorbed some of the same biases toward non-mainstream values and cultures that the wider society holds, they may want to change. We have found in our

workshops across the country that teachers are vitally interested in the issues we are addressing—issues involving research on positive attitudes leading to achievement, and on successful methods in teaching bidialectal children. In short, teachers seem to be interested in and even excited about the ideas and concepts leading to the improvement of their jobs as teachers.

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Appendix A: Transcription of the SCRDT Black English Speech Varieties Attitude Test

(I = SBE guise. II = VBE guise. Passages are presented here in the order in which they occur on the tape.)

Tape Script 1

I. 1. Sharon King has to cook and iron and keep house and she almost never gets to go out and play anything. Sometimes when she gets tired, she tries to get through in a hurry or she asks her little sister to help her. And sometimes she just gets mad. But no matter what Sharon does, she still has to work and can't play. That's why Sharon frowns so much. Nobody wants to do all that.

II. 2. Carol have a baby sister and she help take care of her. The baby play and sing and do a lot of funny things. Carol have a lot of fun taking care of the baby, and can't nobody tell her that she don't know her job.

II. 3. Willeta can't hardly never sit still. She say she just have to keep busy. So she work around the house or she go out and shop or else she get her girlfriend to show her the latest dance. She laugh when we tease her and say at least nobody can't call her lazy. Cause no matter what she do she keep busy.

I. 4. Every Saturday, John thinks he just has to go see a western movie. But none of us believes him. That's because John does his good deed thing and invites Danny. Danny does his spoiled kid act and says he can't see anything but a war movie. So they argue and neither one of them ever gets to go see a show.

II. 5. Do Herman have to stay inside today? I think so. Because he have the flu. What about Willie? He have to stay in too, because when Herman feel bad, Willie do all the English homework. Too bad! When one brother gets sick, neither one of them can come out.

II. 6. The girl down the street study a lot and do real good in school. She do her math and she do her geography and she don't never get a bad grade. And you know what else? She act real friendly and she help us if we need it. Everybody like that girl and can't nobody say nothing bad about her.

I. 7. Darryl has a new bike and he cleans and shines it all the time. He rides it to the playground, and then he cleans it. He parks it outside his house and then he washes it. Sandra says Darryl just likes to show off, but Darryl doesn't care. He says at least no one can say he doesn't have a nice clean bike.

I. 8. My dog Rex has a dogtag. I think your dog needs one too, because he runs around outside. The teacher says if a dog doesn't stay inside, he needs a tag, in case he gets lost. You need to hurry up and get your tag because I know you don't want to lose your dog.

Tape Script 2

I. 1. Melanie Jackson likes to sing and dance and listen to music, and she almost never gets to go too far away from a record player. Once in a while she comes out to play or she runs an errand for her mother. And of course she goes to school. But it doesn't matter what else Melanie does, she still has to hear her music and can't do without it. Nobody likes music better than Melanie.

II. 2. Phillip have a new baby brother at his house and he love it a lot. Phillip help his mother take care of the baby, and he play with it and sing to it too. Phillip feel real proud and can't nobody tell him he don't know how to take care of a baby.

II. 3. Josie have to go downtown tomorrow and look for an after-school job. She need to find one quick because she want to save some money so she can go to summer camp again this year. Josie do some housework but she say she do babysitting best. Josie say it don't make no difference what kind of job she gets this time, just so she get one. Cause she have to go back to camp.

I. 4. Every evening Mr. Green comes down our street with his truck. Mr. Green sells ice cream and sometimes he has some candy too. When Mr. Green feels good he sings for us and he does a funny dance. We all love Mr. Green, and we hope he doesn't ever stop coming down our street.

II. 5. Do Willie have to stay after school today? Johnny say he do because he talk out loud in class too much. Johnny talk out loud in class too, but he have a habit of getting away with it. Willie do talk a lot but Johnny do too. I feel sorry for Willie because he never get away with it when he talk.

II. 6. John try to come over to my house each Sunday. I say he come over because he like to eat with us. He say he come cause he want to see my brother, but neither one of us believe him. You see, John go to our same school with us and he live right down the street, and he don't never come by here no other day. So I say John come for the food.

I. 7. Ella has a pretty doll and she likes to dress her and she tries to style her hair. This doll talks and crawls when you wind her up. Ella calls her doll Eileen and she tells me that the doll calls her "Mama." I'm not sure about that though, because no one else has heard that.

I. 8. Anita has a big brother. He does a lot of things for her. He takes her to the park, he helps her do her homework and sometimes he teaches her to play football. Anita has a good time with her brother, and he never gets too tired to help his sister.

Appendix B: Scoring Key for Black English Teacher Attitude Scale

Agree Strongly = 4		Disagree Strongly = 4	
Questions		Questions	
1	29	2	21
3	30	7	22
4	31	10	24
5	33	11	26
6	34	13	32
8	35	14	37
9	36	15	38
12	40	16	39
23	42	17	41
25	43	18	45
27	44	19	46
28		20	

SCRDT BLACK ENGLISH ATTITUDE MEASURES

Test Booklet

SCRDT BLACK ENGLISH SPEECH VARIETIES ATTITUDE TEST

Dimensions on Which to Rate Speech Varieties

A. A person who talks like this usually is:

Very Uneducated	Slightly Uneducated	Can't Decide	Slightly Educated	Very Educated
1	2	3	4	5

B. This speech is most appropriately used in the following place:

No Place 1 Playing in the Streets 2 Playing in the Living room 3 On the Playground at School 4 No Opinion 5 Eating at Thanksgiving Dinner 6 On a Church Program 7 On a School Program 8 Any Place 9

C. A student who talks like this is most likely to be a:

Very Poor Achiever	Slightly Poor Achiever	Makes No Difference	Slightly Good Achiever	Very Good Achiever
1	2	3	4	5

D. Do you like this speech?

Dislike Strongly	Dislike Mildly	No Opinion	Like Mildly	Like Strongly
1	2	3	4	5

E. This kind of speech is:

Very Nonstandard	Slightly Nonstandard	Can't Decide	Slightly Standard	Very Standard
1	2	3	4	5

Listen to the first speaker on the tape. Then look at Dimension A (above) and choose one of the five responses. Circle the number corresponding to your choice on your answer sheet (next page); if you can't decide, or think the child's speech has no bearing on the dimension, circle number 3. Answer each dimension in the same way (Dimension B has more choices; "No opinion" is number 5). Then listen to the second speaker, and so forth.

SCRDT BLACK ENGLISH SPEECH VARIETIES ATTTITUDE TEST

Answer Sheet

Script 1___
Script 2___

Rate each taped paragraph according to the five dimensions on the previous page.
Go down the page to complete all dimensions for each voice.

Dimension	Voice 1	Voice 2	Voice 3	Voice 4	Voice 5	Voice 6	Voice 7	Voice 8
A	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
B	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9	1 2 3 4 5 6 7 8 9
C	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
D	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
E	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

NAME: _____

SCHOOL: _____

DATE: _____

SCRDT BLACK ENGLISH TEACHER ATTITUDE SCALE

Language Opinion Assessment* Check the response that most nearly reflects your opinion.	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
1. Most Black people's major potential is in music, art, and dance.				
2. Black people should try to look like everybody else in this country rather than wearing Bubas and Afros.				
3. Black people need to know both standard and Black English in the school in order to survive in America.				
4. Black English is a unique speech form influenced in its structure by West African languages.				
5. The reason Black people aren't moving as fast as they could is that the system discriminates against them.				
6. Black English is a systematic, rule-governed language variety.				
7. Black English should be eliminated.				
8. Black English should be preserved to maintain oral understanding and communication among Black people of all ages and from all regions.				
9. The Black community concept of discipline involves not letting children "do their own thing" and "hang loose."				

*In the actual use of this scale with teachers, only the title "Language Opinion Assessment," and not "SCRDT Black English Teacher Attitude Scale," is to be used on the first page.

Language Opinion Assessment	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
10. Black kids have trouble learning because their parents won't help them at home.				
11. It is racist to demand that Black children take reading tests because their culture is so varied that reading is an insignificant skill.				
12. Black English should be promoted in the school as part of Black children's culture.				
13. Standard English is needed to replace Black English to help with worldwide communication.				
14. It is not necessary for Black children to learn anything other than their own dialect of Black English in school.				
15. The reason Black people aren't moving as fast as they could is that they're not as industrious as they should be.				
16. There is no such thing as Black English.				
17. The use of Black English is a reflection of unclear thinking on the part of the speaker.				
18. Black children's language is so broken as to be virtually no language at all.				
19. Black people should talk the way everybody else does in this country.				
20. Black English is principally a Southern speech form.				

Language Opinion Assessment

	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
21. When a child's native Black English is replaced by standard English, he is introduced to concepts which will increase his learning capacity.				
22. The home life of Black children offers such limited cultural experiences that the school must fill in the gaps.				
23. African and Afro-American hair and dress styles are very attractive.				
24. Black kids would advance further in school without Black English.				
25. Black English has a logic of its own, equal to that of any other language.				
26. Black children can't learn to read unless non-standard Black English is used as the medium of instruction in the schools.				
27. Black people have their own distincitve pattern of speech which other people in this country should accept.				
28. Black English was produced by its history in Africa and this country and not by any physical characteristics.				
29. Black English can be expanded to fit any concept or idea imaginable.				
30. The home life of Black people provides a rich cultural experience directly connected to African origins.				

Language Opinion Assessment

	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
31. The reason Black children have trouble learning in school is that they are not taught properly.				
32. Black English is basically talking lazy.				
33. Black children can be trained to take any test written.				
34. Black children can learn to read in spite of the fact that most readers are written in standard English.				
35. Black people have the same potential for math and science as any other people.				
36. Black kids are advantaged through Black English; it makes them bidialectal just as Chicanos are bilingual.				
37. Black English is a misuse of standard English.				
38. Black children should be allowed to choose their own course of study and behavior in school from an early age and should not be directed by the teacher.				
39. Standard English is superior to nonstandard English in terms of grammatical structure.				
40. Black English should be preserved because it creates a bond of solidarity among Black people.				
41. Acceptance of nonstandard dialects of English by teachers would lead to a lowering of standards in school.				

Language Opinion Assessment

	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
42. Black English should be preserved because it helps Blacks feel at ease in informal situations.				
43. Black English enhances the curriculum by enriching the language background of the children.				
44. Black English expresses some things better than standard English.				
45. Since only standard English is useful in getting a job, it should always be preferred over Black English.				
46. Black English should be abandoned because it does not provide any benefits to anybody.				